



YEAR 9 ENGLISH WORK PLAN: Semester 1, 2017- 9A: Mr M. Jennings, 9B: Mrs W. George, 9C: Mr A. Purcell; 9D: Mrs J. Foley

| UNIT | TERM 1 TOPICS | ASSESSMENT | DUE DATE |
|-------------------|---|---|---|
| 1 (Weeks 1-10) | <p>1. Living in a Digital World: what are we putting on the line when we go online?</p> <p>Students will explore how digital technology has impacted on the lives and identities of people, and how such experiences can have a positive and/or negative effect on their future selves and the world around them. Students will engage with a range of media texts, both visual and written, that illustrate the ways in which people have used the internet to create texts.</p> <p>Students will focus on online interaction, particularly social networking. They will be required to read a variety of texts and complete activities that analyse how people, particularly children, are interacting online. Students will examine the consequences of living in a digital world. This unit will also include a live dramatic presentation about these issues that the students will watch being performed by the Shake & Stir theatre troupe.</p> <p>Students will be required to complete two tasks: the first will be a persuasive article written for an e-zine; the second task will be a debate which will focus on issues related to the impact of digital technology in our world.</p> | <p>1. Persuasive/Reflective Text (spoken) – two person debate Length: 4-6 minutes per student</p> <p>2. Persuasive/Reflective Text (written)– Write a persuasive article for publication in an e-zine produced in an online hybrid space Unseen topics Length: 400-500 words Test conditions: 1 lesson to plan; 2 lessons to write the response. No drafts permitted for feedback</p> | <p>Speeches monitored at start of Week 6 (Tuesday, 28 February) 9A: Period 1 9C: Period 2 9B: Period 2 9D: Period 4</p> <p>Due to be presented in class during Week 7 (commencing on Monday, 6 March) 9A: Period 5 9C: Period 3 9B: Period 3 9D: Period 3</p> <p>Completed in class under supervised conditions for three consecutive lessons during Week 10, commencing Tuesday, 28 March 9A: Period 1 9C: Period 2 9B: Period 2 9D: Period 4</p> |
| UNIT | TERM 2 TOPICS | ASSESSMENT | DUE DATE |
| 2 (Weeks 1-10) | <p>2. The Stolen Generations: what are we saying sorry for?</p> <p>Students will reflect on the history of our Indigenous people since European arrival and will consider the ongoing impact of past government policies. They will learn about the history of European and Indigenous relationships, and how this has been represented in various texts over time. Students will also explore the significance of Reconciliation in the twenty-first century.</p> <p>While students will read and view a wide range of texts, their focus will be a study of the film <i>Rabbit-Proof Fence</i>. They will be required to view the film and complete activities that analyse how the director uses technical and symbolic codes to convey a particular representation of the “Stolen Generations”.</p> <p>Their assessment task will require students to write an analytical essay in response to the focus film.</p> | <p>3. Analytical Exposition (written) – students will be asked to write an essay which analyses a scene from the movie <i>Rabbit-Proof Fence</i></p> <p>Length: 400-500 words minimum</p> <p>One draft permitted</p> | <p>Draft due at end of Week 7 (Friday, 2 June) 9A: Period 4 9C: Period 4 9B: Period 4 9D: Period 3</p> <p>Final due at end of Week 9 (Friday, 16 June) NB: this task is in lieu of an exam for English 9A: Period 4 9C: Period 4 9B: Period 4 9D: Period 3</p> |

This work plan was last updated on Tuesday, 31 January 2017. The contents are subject to change – students will be advised in advance of any changes - regularly check for updates.